

TANGLEWOOD MIDDLE

44 Merriwoods Drive
Greenville, SC 29611

GRADES 6-8 Middle School

ENROLLMENT 520 Students

PRINCIPAL Karen M. Kapp

864-295-5165

SUPERINTENDENT Dr. Phinnize J. Fisher

864-241-3456

BOARD CHAIR Tommie Reece

864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	35	10

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Good	No

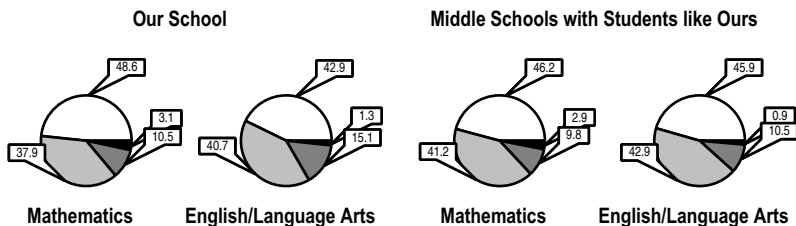
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	514	99.8	42.5	41.0	15.2	1.3	23.1	Yes	Yes
Gender									
Male	267	99.6	49.4	36.3	13.5	0.8	20.3		
Female	247	100.0	35.0	46.1	17.1	1.8	26.3		
Racial/Ethnic Group									
White	159	100.0	34.8	37.6	24.8	2.8	34.8	Yes	Yes
African-American	312	99.7	48.2	42.3	9.5	0.0	16.1	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	40	100.0	30.6	44.4	19.4	5.6	30.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	383	99.7	35.4	45.1	17.7	1.8	27.7		
Disabled	131	100.0	63.5	28.7	7.8	0.0	9.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	514	99.8	42.5	41.0	15.2	1.3	23.1		
English Proficiency									
Limited English Proficient	10	100.0	50.0	12.5	37.5	0.0	0.0	I/S	I/S
Non-Limited English Proficient	504	99.8	42.4	41.5	14.8	1.3	22.9		
Socio-Economic Status									
Subsidized meals	422	99.8	45.4	40.1	13.7	0.8	21.0	Yes	Yes
Full-pay meals	92	100.0	29.3	45.1	22.0	3.7	32.9		

Mathematics - State Performance Objective = 15.5%									
All Students	515	99.4	48.1	38.2	10.6	3.1	22.3	Yes	Yes
Gender									
Male	268	98.9	50.4	37.3	10.2	2.1	22.0		
Female	247	100.0	45.6	39.2	11.1	4.1	22.6		
Racial/Ethnic Group									
White	159	100.0	38.3	41.8	14.2	5.7	30.5	Yes	Yes
African American	313	99.0	58.2	33.3	7.3	1.1	15.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	40	100.0	13.9	61.1	19.4	5.6	38.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	384	99.5	39.8	42.5	13.6	4.1	28.3		
Disabled	131	99.2	72.8	25.4	1.8	0.0	4.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	515	99.4	48.1	38.2	10.6	3.1	22.3		
English Proficiency									
Limited English Proficient	10	100.0	0.0	37.5	50.0	12.5	0.0	I/S	I/S
Non-Limited English Proficient	505	99.4	49.0	38.2	9.9	2.9	21.3		
Socio-Economic Status									
Subsidized meals	423	99.5	50.5	36.8	10.2	2.4	21.0	Yes	Yes
Full-pay meals	92	98.9	37.0	44.4	12.3	6.2	28.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	190	95.8	59.2	31.4	8.3	1.2	9.5
	Grade 7	182	98.4	56.1	36.9	7.0	N/A	7.0
	Grade 8	193	93.3	57.0	38.4	4.6	N/A	4.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	184	100.0	46.5	34.1	17.1	2.4	19.4
	Grade 7	160	99.4	34.5	52.8	12.7	N/A	12.7
	Grade 8	172	100.0	43.9	42.0	12.7	1.3	14.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	190	98.4	43.9	42.8	9.8	3.5	13.3
	Grade 7	182	100.0	59.1	36.5	3.8	0.6	4.4
	Grade 8	193	99.5	66.5	28.6	4.3	0.6	5.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	184	100.0	45.9	35.3	15.3	3.5	18.8
	Grade 7	160	98.1	39.7	43.3	12.1	5.0	17.0
	Grade 8	172	100.0	58.0	36.9	4.5	0.6	5.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 520)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	9.0%	14.6%
Retention rate	2.6%	Down from 2.7%	4.5%	3.0%
Attendance rate	94.9%	Up from 94.4%	95.2%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.3%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	12.5%		8.1%	5.3%
Eligible for gifted and talented	4.8%	Up from 3.5%	6.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	24.0%	Down from 26.5%	14.9%	13.9%
Older than usual for grade	4.2%	Down from 6.4%	7.7%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 2.9%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	32.5%	Up from 27.3%	47.8%	48.7%
Continuing contract teachers	72.5%	Up from 68.2%	71.8%	81.7%
Highly qualified teachers**	86.1%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	20.7%		11.3%	5.3%
Teachers returning from previous year	75.4%	Down from 80.2%	77.5%	85.1%
Teacher attendance rate	97.0%	Down from 97.8%	94.4%	94.8%
Average teacher salary	\$34,554	Down 1.6%	\$38,935	\$40,566
Prof. development days/teacher	19.7 days	Up from 13.4 days	11.5 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.3
Student-teacher ratio in core subjects	N/R	N/R	18.6 to 1	21.3 to 1
Prime instructional time	89.7%	Down from 91.4%	87.5%	89.3%
Dollars spent per pupil*	\$6,225	Up 4.4%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	53.4%	Down from 56.1%	59.3%	61.8%
Opportunities in the arts	Excellent	Up from Poor	Good	Good
Parents attending conferences	91.4%	Up from 85.8%	87.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.2%		92.0%	
Highly qualified teachers in high poverty schools**	93.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our mission of "Inspiring Students to Excel" drove initiatives for the 2003-2004 school year at Tanglewood Middle School. Stakeholders, including parents, teachers, students and community members, determined needs based on achievement data, attendance and discipline records, community participation records, and survey data. Our goals are designed to improve the educational environment and educational quality experienced by all students. These include: improving student scores on PACT achievement tests; improving teacher quality; increasing meaningful involvement of parents and community; and improving school climate.

Strategies to achieve these goals required the participation of all of our stakeholders. PACT preparation strategies include quarterly benchmark tests to monitor student progress and continually assess instructional needs in conjunction with the use of research-based practices. We use standards-based instruction in smaller classroom settings to assist all students in achieving their individual academic goals.

Ensuring the highest teacher quality means that our teachers continue to focus on professional development to meet their students' needs. Over 32% of our teachers currently hold advanced degrees with another 25% working toward their Masters in their subject area. The majority of our teachers have already achieved highly qualified status according to the federal No Child Left Behind Act. Tanglewood teachers strive to provide a safe and comfortable learning environment for all students as they strive to excel.

Parental and community involvement has taken on new meaning at Tanglewood. This year with the advent of Family Math and Science nights, the student advisory program and Parent Training classes in Discipline with Love and Logic, the numbers of parents who regularly attend school functions have increased dramatically. This, coupled with student participation in local, regional, state and national academic competitions and performances by the students recently trained in various aspects of the arts, has instilled an increased sense of pride in our school community.

The school improvement effort at Tanglewood is directed to the premise that students should have a way to showcase their strengths and to explore their interests. Our goal is to give each student the educational, community and parental support they need as inspiration to excel in everything they do.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	150	37
Percent satisfied with learning environment	69.6%	74.7%	68.6%
Percent satisfied with social and physical environment	67.4%	73.8%	54.1%
Percent satisfied with home-school relations	39.1%	81.2%	52.8%

*Only students at the highest middle school grade level at this school and their parents were included.